



## ***ENHANCING STUDENTS' READING COMPREHENSION THROUGH READ, COVER, REMEMBER, RETELL (RCRR) STRATEGY***

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### ***Abstract***

*This research aimed to improve students' learning activity and reading comprehension at the Tenth Grade Students of SMK N 8 Bandar Lampung. This research used Classroom Action Research (CAR) with 34 students as the subjects. The researchers used both test and non-test to collect quantitative and qualitative data. The result indicated that there was an improvement both students' learning activity and their reading comprehension. Therefore, RCRR strategy is useful for English teachers to enhance students' learning activity and reading comprehension.*

***Keywords:*** CAR, Reading Comprehension, RCRR Strategy

### **INTRODUCTION**

Reading is crucial component of learning. It is one of several linguistic abilities that ought to be fostered in the classroom, and it is also a typical method of information gathering. Reading comprehension is the process by which readers increase their understanding of a text. As stated by Anderson in Nunan (2003), reading is fluent process of readers combining information from text and their own background knowledge to build meaning. Yuliani (2020) said that reading is a kind of activity to comprehend the writer's idea or the way the writer communicates with the readers by way of the written or printed words. Reading comprehension involves applying logical reasoning to a group of letters, words, and sentences that make up the text. This is consistent with Snow (2002) assertion that reading comprehension is the act of both deriving meaning from written language and creating it through engagement and interaction. In addition, Duffy (2009) states that it's not a random process to read. It is a system; a set of conventions that we use to understand and give meaning to text.

Because reading fosters the development of other language-related skills including grammar, vocabulary, and writing; it becomes a crucial component of



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language learning. Reading should be mastered by the students in order to make them easier in comprehend something matter or some information (Hastomo & Zulianti, 2022). Students can explore their favorite subjects and captivating stories through reading. Reading can help pupils learn important information, exercise their brain, sharpen their focus and memory, and enhance their empathy and communication abilities. As stated by Harrison (2004) reading comprehension not only does it increase our life skills and extend our understanding, but it is also much more profound that it has a basic impact on imagination growth. Then, Collin argues that in many respects reading determines how we are able to think.

Following to the Senior High School reading competency standard, learners need to be able to understand brief functional texts such recounts, narratives, descriptions, analytical expositions, and procedural texts in the course of daily life. Considering that learners were expected to understand the material, including the definition, general language structures, and textual features. Numerous learners still struggle with reading comprehension, in actuality. For instance, the majority of them had no idea what a definition, generic structures, or language elements in a narrative text were. Based on Afriana & Aruan (2014) research result which were based on preliminary observation indicated the students' poor reading skills are caused by a lack of comprehension of the material which prevents them from being able to respond to questions about it. It also mentioned by Yusuf & Fauzan (2016) one factors that influence the students' difficulties in reading is limited knowledge to analyze reading comprehension questions.

This reality was also discovered by the researchers at SMK N 8 Bandar Lampung on 5<sup>th</sup> December 2022/2023, that identified certain difficulties with reading comprehension among the students. The very first problem was that a lot of students were still unable to identify the main topic and important point. Second, the students' vocabulary is limited. They simply read aloud without understanding. It makes it more challenging for the text's important topic. Third, the students are unable to find accurate and thought information. Fourth, the students are unable to find significant information from the text. The students were still unable to recognize the conclusion after that. The students then ignored opening their dictionaries for finding out the word's definition out of apathy. Lastly, students stated that reading longer texts bored

them. Most of the students were unable to offer the right response when the teacher asked them to answer several questions based on the text aloud. The situation showed that the students' comprehension of a text is not particularly good.

The Read, Cover, Remember, Retell (sorted into RCRR) strategy is one of several reading comprehension strategies that might encourage students to read. The RCRR strategy is an effective strategy for assisting reading of all skill levels who believe that reading well just entails reading rapidly and who are consequently unable to comprehend what they have read (Brummer & Macceca, 2008). According to Hoyt in Nelson-Royes (2013), there are many readers who will continue to read a text selection even if they do not understand what they have read. The action of frequently stopping readers allows them to think about the meaning which increase understanding before advancing in the text. It means that RCRR strategy involves alternating among understanding, summarizing or explaining. In addition, Hoyt (2009) said that RCRR strategy is made to support students in becoming reflective readers who pause and consider what they are reading in light of their prior knowledge. Additionally, it makes it more likely that students will reflect on their reading as they do so. By applying RCRR strategy, the students have the opportunity to support and encourage one another, and they are also motivated to discuss what they have read.

Considering the explanation above, the researchers were interested to apply RCRR strategy. There are several considerations why the writer uses this strategy. The first is flexible; RCRR is a strategy that suitable to apply in various levels. It can be applied in elementary school, junior high school and senior high school, even university. Hoyt in (Brummer & Macceca, 2008) stated that RCRR is an effective approach to help readers at all grade levels who think good reading is reading quickly and as a result do not understand what they have read. The second is creating social interaction. (Brummer & Macceca, 2008) stated that the students switch roles for the next section of reading. When the partners have completed the reading, they can write summary of the entire reading selection and share them with the class. It means that, cooperative learning can guide the students involved in social interaction. The condition will encourage the students more active to share their ideas for completing each other. Furthermore, this study has various research objectives namely to enhance the students' learning activity and reading ability by utilization of RCRR strategy.

## **RESEARCH METHOD**

The study was carried out at SMK N 8 Bandar Lampung. It is in Bandar Lampung, Province Lampung, at Jl. Imam Bonjol No. 52 Kurungannyawa Kec. Gedong Tataan, Kurungannyawa, Kec. Kemiling, 35151. This research was conducted at the second semester in 2022/2023 academic year. The research participations are the tenth-grade students of SMK N 8 Bandar Lampung. There are fourteen classes of the tenth grade. The researchers recognized tenth grade AKL as the sample of the research. The total numbers of students in the tenth grade AKL including both male and female students are 34 students. In conducting the research, the researchers used classroom action research. In applying action research, the researchers implemented four steps of action research such as planning, action, observation, and reflection. This method used to enhance the students' learning activity and their reading comprehension. To improve their learning activity and reading comprehension, the researchers used RCRR strategy. The teacher involves herself or himself in the classroom through self-reflection with the purpose to enhance the performance as the teacher; so that the students' learning outcomes will be increased. In collecting the data, the researchers used both test and non-test together the qualitative and quantitative data. The test includes reading test in each cycle and non-test includes observation sheet and field notes. The data of this research are analyzed both qualitatively and quantitatively. In qualitative data analysis, the data is gained through direct observation towards students' activities during learning process. The researchers observed the students' activity in answering teacher's question, the students' activity in asking the questions about the material given, the students' activity in doing the assignment both individual and in group, and the students' activity in finding learning resources (Aqib, 2006). Meanwhile, in quantitative data analysis, the data is gained through the use of reading test which consist of 25 questions with four options (a,b,c,d).

## **FINDINGS AND DISCUSSION**

### **Finding**

This research was conducted by using CAR, it consisted of two cycles. There were four steps in each cycle of the research namely planning, acting, observing, and reflecting. Before going out to the first cycle, the researchers did the pre-cycle to know

the ability of the students in reading and the students' difficulties in reading comprehension before given a treatment. It was conducted on December 5<sup>th</sup>, 2022. Each first cycle was held on three meetings. The action of first cycle was conducted on May 2<sup>nd</sup>, 2023, May 5<sup>th</sup>, 2023, and May 8<sup>th</sup>, 2023 and the action of cycle 2 was conducted on May 11<sup>th</sup>, 2023, May 15<sup>th</sup>, 2023, and May 18<sup>th</sup> 2023. The research schedule is presented in the table 1 below.

**Table 1.** Research Schedule

<b>Cycle</b>	<b>Description</b>	<b>Date</b>
<b>Cycle 1</b>	First Meeting (CAR)	May, 2 <sup>nd</sup> 2023 (08.00-10.00)
	Second Meeting (CAR)	May. 5 <sup>th</sup> 2023 (08.00-10.00)
	Third Meeting (CAR)	May 8 <sup>th</sup> 2023 (13.00-15.00)
<b>Cycle 2</b>	Fourth Meeting (CAR)	May 11 <sup>th</sup> 2023 (08.00-10.00)
	Fifth Meeting (CAR)	May 15 <sup>th</sup> 2023 (13.00-15.00)
	Sixth Meeting (CAR)	May 18 <sup>th</sup> 2023 ( 08.00-10.00)

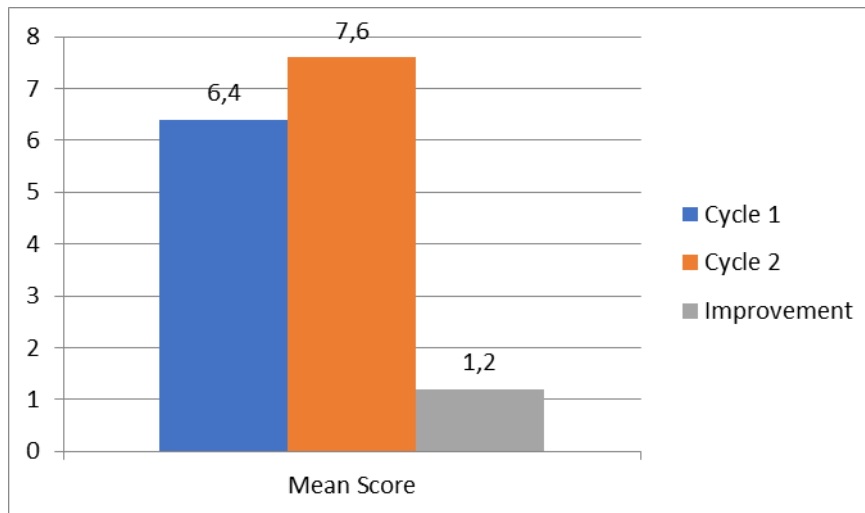
*The implementation of RCRR Strategy in Enhancing Students' Learning Activity*

The result of students' learning activities in cycle 1 showed the mean score is 6.4, while the cycle 2 is 7.6. In this case, the improvement of the students' learning activity during the cycle 1 to the cycle 2 is 1.2 point.

**Table 2.** The Result of Students' Learning Activity

<b>Aspects</b>	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Improvement</b>
Total Score of Students' Learning Activity	1093	1292	
Percentage	6.4	7.6	1.2

According to the table above, the total score of the students' learning activity is 1093 from 34 students. The percentage of the students' learning activity in the first cycle is 6.4%. Consulting to the criteria of students' learning activity by Aqib (2006) the result above includes in less active criteria. Meanwhile in the second cycle, there are an improvement of the students' learning activity. The percentage of the students' learning activity is 7.6% and it includes in active criteria. The chart below showed the improvement of the students' learning activity in the first cycle to the second cycle.



**Chart 1.** Improvement of the Students' Learning Activity

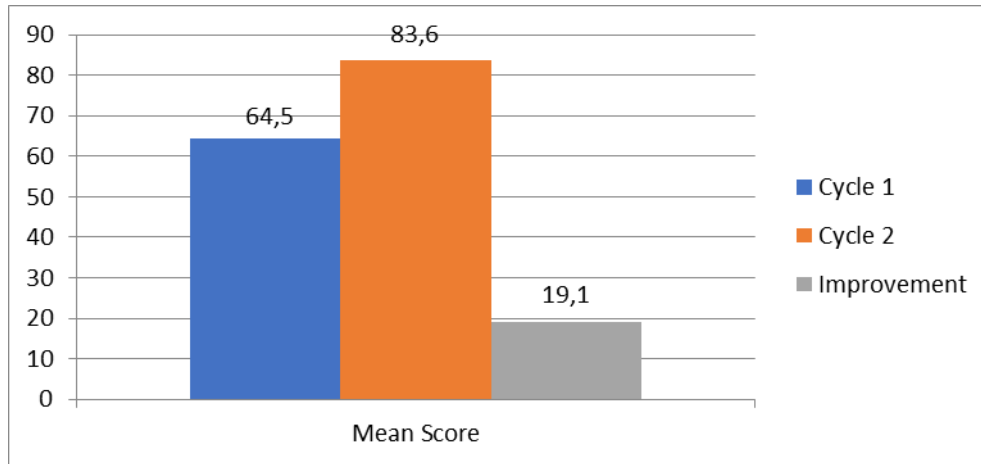
*The implementation of RCRR Strategy in Enhancing Students' Reading Ability*

After finding the result of qualitative data above, the researchers analyzed the reading test of the students. The researchers gave the students reading test which consists of 25 questions in each cycle. The researchers found the total score of the reading test in cycle I is 2192 and 2844 in cycle II. From the total score of the test, it is indicated there is an improvement of the students' reading ability from the first cycle to the second cycle. The table below presents the total and the average score of the students' reading test in cycle I to cycle II.

**Table 3.** Result of Students' Reading Test

Aspects	Cycle 1	Cycle 2	Improvement
Total score of Students' Reading Test	2192	2844	
Average Score of Students' Reading Test	64.5	83.6	19.1

Looking at the table above, the average score of the students' reading comprehension improved 19.1 point. In the first cycle, the result of average score of students' reading comprehension is 64.5 and, in the cycle II, it improved to 83.6, in this case, the average score of the students' reading test improved 19.1 point. The chart below shows the improvement of reading ability in each cycle.



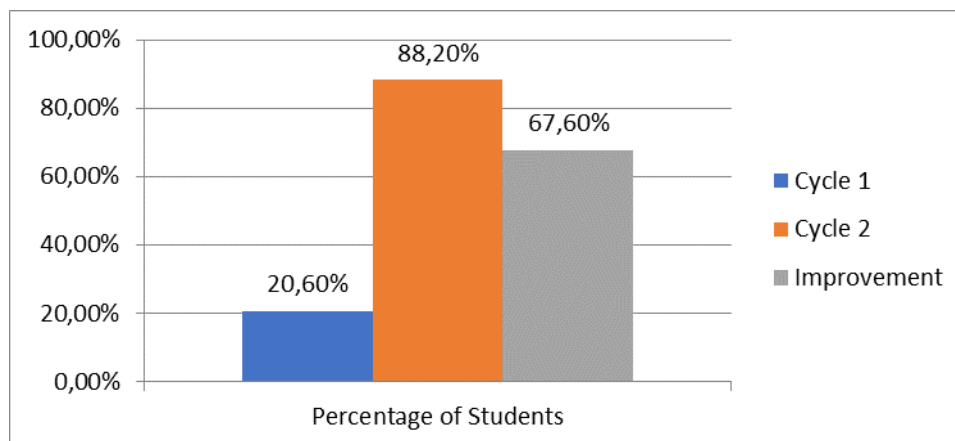
**Chart 2.** Score of Reading Test

Chart 2 above shows the score of the reading test. There is an improvement of 19.1 point from cycle I until cycle II. The result indicated that the use of RCRR strategy can enhance the students' reading ability. The percentage of the learning completeness is described in the following section.

**Table 4.** The Student's Percentage of Learning Completeness

Criteria	MCC	Cycle 1		Cycle 2	
		The Number of Students	The Students Percentage	The Number of Students	The Student Percentage
Passed	$\geq 75$	7	20.6%	30	88.2%
Failed	$\leq 75$	27	79.4%	4	11.8%

Table 3 above presents the students' percentage of learning completeness. In the cycle I, there are 7 out of 34 who passed the Minimum Completeness Criteria (sorted into MCC), meanwhile in cycle II, there are 30 out of 34 students who passed the MCC. The result indicated that there is an improvement of the students who passed the MCC.



**Chart 3.** The Students' Percentage in the Research

Looking at the chart above, there is an improvement of the students who passed the MCC. In the cycle, there are 20.60% of the students passed the MCC meanwhile in the cycle II it improved to 88.20%. In this case, the percentage of the students who passed the MCC in this research is 67.60%.

## **Discussion**

### *Improvement of the students' learning activity through RCRR Strategy*

Based on the result of students' learning activity in cycle I. it showed the mean score is 6.4, while in the cycle 2 the mean score is 7.6. It means that there is an improvement of students' learning activities from the cycle 1 until the cycle 2. The improvement of the students' learning activity can be seen from the activity in the second cycle. It showed that the learning activity in cycle II was better than the first cycle. Most of the students were enthusiastic to do the assignment based on the question given by the teacher. The students very enjoyed to learn reading used RCRR strategy. This strategy gave positive effect for students' learning activities. Applying RCRR strategy guided the students involved in social interaction. The condition of cooperative learning would encourage the students more active to share their ideas for completing each other. Mutia et al. (2022) said that RCRR could increase the students' motivation in learning activities such as to share the information or opinion about their story to each other. It can be seen from the process of learning through RCRR strategy which is said by (Brummer & Macceca, 2008). She said that RCCR strategy gives opportunity to the students to switch roles for the next section of reading. When the partners have completed the reading, they can write summary of the entire reading selection and share them with the class. In this case, RCRR strategy help the students to be more active in the classroom. Besides that, RCRR strategy require students to think about the meaning which increase understanding before advancing in the text. The students as the participant did not has an opportunity to be passive, because the students must complete each other during the reading activity. It could make the students more responsible for learning activity. It was related to the theory by Hoyt in Nelson-Royes (2013), there are many readers who will continue to read a text selection even if they do not understand what they have read.

### *Improvement of the students' Reading Comprehension through RCRR Strategy*

### *Enhancing Students...*

According to the result of the students reading test, there was a better improvement in the students' mean score. Before starting using the CAR by RCRR strategy, students on test 1 average a 65.5 on the reading test. Twenty-six percent of the class, however, met the MCC. MCC was achieved by 7 students, while the MCC was not fulfilled by 27 students. Consequently, the class percentage that passed the MCC was 88.2% whereas the mean reading test result for cycle 2 was 83.6%. It indicates that 30 students achieved the MCC score. The improvement from the first cycle to the second cycle was indicated by a percentage of 82.2%. By employing the RCRR strategy, the cycle 2 reading test achieved MCC's aim. More than 82% students were able to pass the MCC.

In keeping with the previous perspectives, this method may help children in learning reading comprehension. This method was appropriate for improving students' reading comprehension and helping them read more fluently. Hoyt (2009) backed up the claim that many readers will keep reading a text selection even if they don't comprehend what they've read. Readers who frequently pause allow themselves to reflect on the meaning, which improves comprehension before moving on to the next section of the text.

The researchers came to the conclusion that the RCRR strategy can enhance students reading comprehension. According to Hoyt which was cited in (Brummer & Macceca, 2008), RCRR is a successful strategy for assisting readers of all grade levels. From this point forward, RCRR is a tool for enhancing participant knowledge and comprehension in a group setting of students' reading comprehension. Based on the findings, the researchers came to the conclusion that the use of the RCRR strategy in the teaching and learning process had increased the students' reading comprehension at SMK Negeri 8 Bandar Lampung's tenth grade.

### **CONCLUSION**

The writer provided some conclusion as a result of this research after carrying out all of the procedures of the classroom action research. According to research, RCRR strategy implementation can enhance students' reading strategy and learning activities. The learning activities of students from cycle 1 to cycle 2 resulted in a noticeable improvement. The students' learning activities for cycles 1 and 2 had mean scores of

6.4% and 7.6%, respectively. Therefore, the improvement in student learning activities from the first to the second cycle was 1.2%. The result of reading test given to the students in the first and second cycles revealed some advancement in their reading skills. As can be observed from the cycle 1 average score of 64.5, 7 students achieved the MCC. The average score for cycle 2 was 83.6, which means that 30 students achieved the MCC. The improvement in student reading proficiency from cycle 1 to cycle 2 received 19.1 points, or 67.6%. Based on the results of the previously mentioned information, it can be concluded that RCRR strategy might enhance the students' reading comprehension and learning activities.

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